NMC UK Wide QA Framework

Monitoring Review Plan 2008/09

Themes	Key Risks	id	Risk Indicators	NMC Standard ref	Risk Controls	Review Plan
Resources	**Programme providers have inadequate resources to deliver approved programmes to the standards required by the NMC**	1.1.1	Registrant teachers do not hold NMC recordable teaching qualifications or have experience or qualifications commensurate with role	SLAiP 3.4	Effective staff selection and appraisal systems ensure compliance with NMC requirements	Sample check of registrant teachers' registration and recordable qualifications on NMC website
					Role descriptors consistent with responsibilities of teachers	Check programme contributors CV's for scholarly activity and how this contributes to programme delivery
						Examine teaching team profile and responsibilities
						Review roles of staff and workload in respect of student numbers
					Effective policy for lecturers to achieve recordable teaching status with NMC	Measure staff adherence to provider policy on appropriate qualifications
						Determine how provider is managing current workforce issues and planning for future changes
		1.1.2	Programmes fail to demonstrate appropriate resources to deliver programmes to NMC standards	Review Handbook, NMC QA Factsheet F/2004ENG: Quality assurance framework	School/faculty management of portfolio of programmes delivered	Confirm appropriate level of resources available to support volume of students and range of programmes - assess staffing levels and programme demands. Confirm that learning resources have been updated and students have easy access to learning materials and resources including information technology. Evaluations confirm that resources are appropriate
		1.1.3	Insufficient staff dedicated to programme delivery	SLAiP 3.1, 3.2.4, 3.2.6	Effective workforce strategy	Examine evidence of workloads amongst staff teams, students experience of learning and support, feedback on assignments including frequency & benefit to students, frequency and overall number of cancelled lectures due to unavailability of lecturers
					Clear measures to monitor strategy's implementation	
	Inadequate resources available in practice settings to enable students to achieve learning outcomes	1.2.1	Insufficient appropriately qualified mentors available to support numbers of students	NMC QA Factsheet C/2004UK: Principle 2- Managing practice-focused learning. NMC Circulars 26/2007 28/2007	Clear accountability for allocation of students to practice settings with suitable mentors available. Audit systems accurately report numbers of mentors	Review data base entries for accurate and regular records. Meetings with mentors and service representatives, evidence of numbers of student per mentor. Check numbers and all demands made of particular clinical areas visited and individual mentors over a year cycle. Check that mentors act with due regard.
				SLAiP 3.2.4, and Page 12 2nd Bullet		Cross reference Programme and Service Provider information on numbers and availability of mentors
						Gather evidence on the number of hours and shifts mentors work with students - determine if others deputise in their absence.
		1.2.2	Mentors are not able to attend training or annual updates	NMC QA Factsheet C/2004: Principle 3- Ensuring fitness for practice	Flexible modes of delivery of mentor training and updates	Evidence of evaluation of mentor training and updates, flexibility of delivery and uptake across providers patch. Meet with mentors to discuss training and updates
				SLAiP Page 12 2nd Bullet	Strategy for auditing conforms with NMC standards	Evidence of frequency of audits over a sample of placement areas, effectiveness of audit in managing practice learning - cross reference audits with placement sample, register of mentors is held by service providers

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Themes	Key Risks	ID	Risk Indicators	NMC Standard ref	Risk Controls	Review Plan
Admissions & Progression	**Inadequate safeguards are in place to monitor student's conduct throughout the programme**	2.1	Programme providers do not take steps to gain assurance of character and health of individuals prior to acceptance on to programmes.	Standards of proficiency for nursing/ midwifery education Standard 2 or 5 – General entry requirements - Good health and good character	Interviews conducted with applicants, references followed up	Sample processes for CRB checks, check that good character is confirmed prior to students working with patients/service users, identify how this system is monitored.
		2.2	Procedures fail to address issues of poor conduct of students during their time on NMC approved programmes	Standards of proficiency for nursing / midwifery education/ NMC Good health and good character guidelines	Policy on dealing with conduct issues which could put patients/public at risk	Identify what information is shared with students regarding their conduct during the programme.Determine level of involvement of service representatives in determining student conduct
		2.3	Programme providers fail to confirm students good character at progression points during the programme	Circular 24/2007 (Midwifery), Good Health and Good Character Guidance 08/2008	Fitness for Practice panels	Service partners are satisfied with involvement in the process including appeal
		2.4	Systems for the accreditation of prior learning and acheivement are robust and supported by verifiable evidence, mapped against NMC outcomes and standards of proficiency	Standards of proficiency for nursing education, NMC QA Factsheet I/2004UK: AP(E)L. NMC SCPHN Circular 23/2006	Effective management of AP(E)L applications, verification of credit claims and QA of system	Identify AP(E)L systems and sample applications for appropriate mapping against NMC requirements. Sample processes for the assessment of portfolios submitted for access to SCPHN registration.

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Practice Learning	**Inadequate governance of practice learning**	3.1.1	Record of mentors inaccurate or out of date	SLAiP	Placement providers have adequate resources and staff dedicated to updates of mentor register/database	Check frequency of updates to register, make checks on accuracy during visits to practice settings
		3.1.2	Evidence that mentors are not properly prepared for the role	SLAiP	Mentor training prepares registrants to meet requirements of SLAiP, especially those in sign-off role	Check frequency of mentor updates, evaluation and levels of attendance . Examine curriculum and format, identify extent to which inter-rate reliability and validity of judgements is made. What methods are used to improve the reliability of mentors judgements
	Programme providers fail to provide learning opportunities of suitable quality for students	3.2.1	Evidence of inadequate partnerships between education and service providers, including other education institutions	NMC QA Factsheet C/2004UK: Principle 1- Ensuring partnerships for learning	Effective Local partnerships arrangements including those with services in the independent sector, Foundation Trusts, at both strategic and operational levels	Determine level and nature of interaction between partners identify support for education and training at all levels from mentors to board level, Shared arrangements for audits of practice learning confirm quality for provision being reviewed.
		3.2.2	Limited involvement of practitioners and service users in programme development and delivery	NMC QA Factsheet C/2004UK: Principle 1- Ensuring partnerships for learning	Programme management committee, resources to support involvement of service users	Identify how providers elicit the views of individual and groups of service users and patients; to ask about the care offered to them by students, their level of awareness of the role of students and the programme.
		3.2.3	Lack of presence of education staff within practice settings	SLAiP 3.4.4 Midwifery Standard 12	Time dedicated for education staff to engage with practice and the application of theory to practice	Review policies for lecturer time in practice, gather evidence of time spent in practice, evidence that outcomes contribute to programme delivery, identify contribution of practising midwives to the application of theory to practice.
	Confirmation of achievement unreliable or invalid	3.3.1	Inconsistency of mentor assessment of competence	SLAiP 2.1.2 2.1.3 NMC Circular 33/2007	Mentor training and updating workshops prepare individuals fully for the role, QA of assessment of competence	Check measures to monitor inter-rater reliability and validity of assessment of competence
		3.3.2	Mentors judgements unsubstantiated by student's performance	SLAiP 2.1.2, NMC QA Factsheet C/2004UK: Principle 5-Enhancing Quality NMC Circular 33/2007	External examiners engage with all aspects of programme to assess validity and reliability of judgements	Identify outcomes of external examiner's engagement with mentors to check validity of judgements and resultant actions taken.

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Fitness for Practice	**Approved programmes fail to incorporate essential skills clusters or address required learning outcomes**	4.1.1	Students fail to achieve NMC essential skills for entry to the nursing part of register	Essential Skills Clusters for Nursing: Care, compassion and communication, Organisational aspects of care, Infection prevention and control, Nutrition and Fluid management, Medicines Management.	Effective teaching and learning strategies to meet NMC outcomes/proficiencies. Opportunities to rehearse and develop skills. Appropriate formative and summative assessment/confirmation of achievement	Determine how students benefit from teaching and learning strategies including simulated learning, examine links between theory and practice components. Identify if essential skills fully in place for students commencing on newly approved programmes from Sept 08. Gather information on how European Directive for practice experience for adult nursing is being met.
		4.1.2	Students fail to achieve NMC essential skills for entry to the midwifery part of register	Essential Skills Clusters for Midwifery: Communication, Initial consultation between the woman and the midwife, Normal Labour and birth, Initiation and continuance of breastfeeding, Medicinal products management	Effective teaching and learning strategies to meet NMC outcomes/proficiencies. Opportunities to rehearse and develop skills. Appropriate formative and summative assessment/confirmation of achievement	Determine how students benefit from teaching and learning strategies including simulated learning, examine links between theory and practice components - find out how practising midwife teachers support application. Identify if essential skills fully in place for students commencing on newly approved programmes from Sept 08. Examine plans for rolling them out to previously approved programmes in Sept 09.
		4.1.3	Students fail to achieve required proficiencies for entry to SCPHN part of the NMC register	Standards of proficiency for Specialist Community Public Health Nursing Relevant NMC Standards including PREP, Nurse Prescribing, SLAiP	Effective teaching and learning strategies to meet NMC outcomes/proficiencies. Opportunities to rehearse and develop skills. Appropriate formative and summative assessment/confirmation of achievement	Determine how students benefit from teaching and learning strategies including simulated learning, examine links between theory and practice components.
		4.1.4	Students fail to achieve the outcomes identified for NMC approved programmes	Relevant NMC Standards including PREP, Nurse Prescribing, SLAiP, Specialist Practitioner Programmes	Effective teaching and learning strategies to meet NMC outcomes/proficiencies. Opportunities to rehearse and develop skills. Appropriate formative and summative assessment/confirmation of achievement	Determine how students benefit from teaching and learning strategies including simulated learning, examine links between theory and practice components.

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Quality Assurance	**Programme providers' internal QA systems fail to provide assurance against NMC standards**	5.1	Programme evaluation and improvement systems are inadequate in addressing weakness and delivery enhancement	NMC QA Factsheet C/2004UK: Principle 5- Enhancing Quality	Evaluation systems provide appropriate feedback to enhance programme delivery, comprehensive range of internal QA systems	Review evidence of action on programme evaluation - student committees, external examiner reports, programme management committee, exam boards. Check evidence of auditing internal QA systems
		5.2	External examiners do not engage with both theory and practice elements of approved programmes	NMC QA Factsheet C/2004UK: Principle 5- Enhancing Quality	External examiners' contracts and remuneration are commensurate with role	Check if requirement to engage with practice included in contract. Check evidence of moderation of practice elements
		5.3	Programme approvals are poorly conducted and provide inadequate consideration of NMC standards	HLSP NMC Reviewer Handbook - approval processes	Comprehensive and consistent programme approval processes	Evidence of providers not conducting conjoint approvals e.g. inviting NMC to separate events. Check volume of activity at approval events and level of scrutiny available to individual programmes.